



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 11961461  
SAU: MSAD 01  
School: Mapleton Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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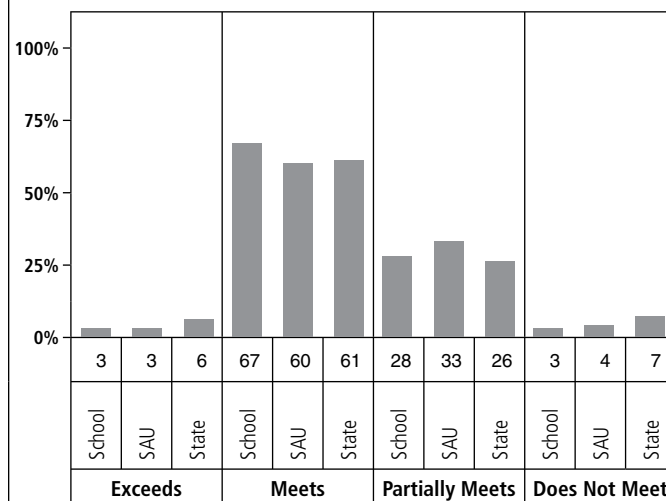
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 01  
School: Mapleton Elementary School

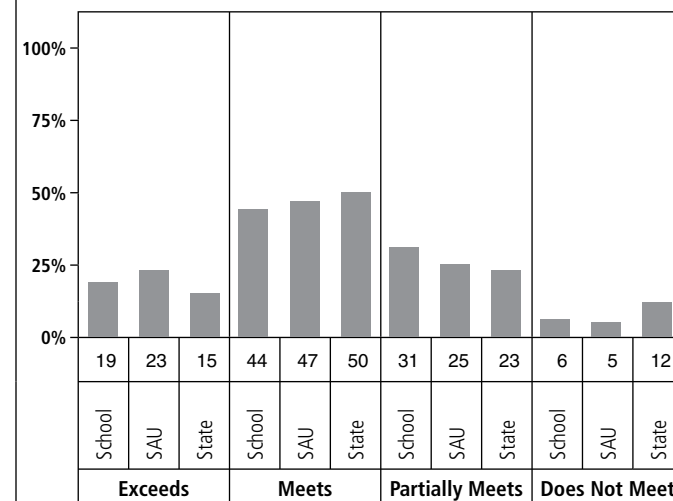
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	548	545	544
2007–2008	544	546	545
<b>2008–2009</b>	<b>547</b>	<b>546</b>	<b>546</b>
Cum. Avg.*	546	546	545
<b>Mathematics</b>			
2006–2007	552	551	546
2007–2008	549	551	546
<b>2008–2009</b>	<b>548</b>	<b>550</b>	<b>547</b>
Cum. Avg.*	550	551	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>546</b>	<b>546</b>	<b>543</b>

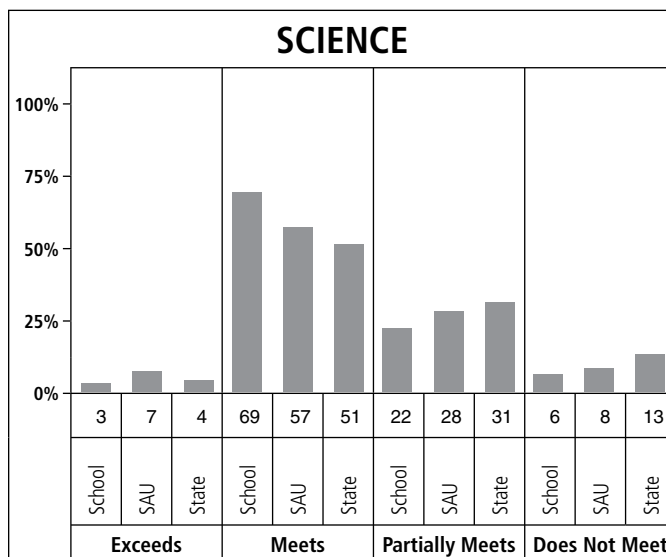
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 01  
School: Mapleton Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Total number of students</b>	36	100	140	100	14212	100	36	100	139	99	14135	100	36	100	139	99	14144	100	36	100	139	99	14137	100
<b>Ethnicity</b> African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	0	0	6	4	110	1	0	0	6	100	110	100	0	0	6	100	110	100	0	0	6	100	110	100
Asian or Pacific Islander	0	0	1	1	259	2	0	0	1	100	253	98	0	0	1	100	258	100	0	0	1	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	36	100	133	95	13271	93	36	100	132	99	13212	100	36	100	132	99	13211	100	36	100	132	99	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	9	25	33	24	2479	17	9	100	33	100	2454	100	9	100	33	100	2455	100	9	100	33	100	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	17	47	66	47	5848	41	17	100	66	100	5815	100	17	100	66	100	5819	100	17	100	66	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Participation without accommodations</b>	23	64	79	56	10849	76	23	64	79	56	10872	76	23	64	84	60	10976	77
Identified disability (PET/IEP)	0	0	1	1	298	3	0	0	1	1	307	3	0	0	1	1	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	13	36	57	41	3122	22	13	36	57	41	3124	22	13	36	52	37	3019	21
Identified disability (PET/IEP)	9	69	29	51	1992	64	9	69	29	51	2000	64	9	69	29	56	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	4	31	28	49	907	29	4	31	28	49	886	28	4	31	23	44	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	3	2	164	1	0	0	3	2	148	1	0	0	3	2	142	1
Identified disability (PET/IEP)	0	0	3	100	164	100	0	0	3	100	148	100	0	0	3	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	1	1	58	0	0	0	1	1	49	0	0	0	1	1	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 01  
School: Mapleton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	3	10	8	5	702	5
	2007-2008	0	0	7	5	659	5
	<b>2008-2009</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>836</b>	<b>6</b>
	Cum. Total*	4	4	19	4	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	21	68	88	59	7730	55
	2007-2008	23	61	95	62	8195	58
	<b>2008-2009</b>	<b>24</b>	<b>67</b>	<b>81</b>	<b>60</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	68	65	264	60	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	5	16	43	29	4182	30
	2007-2008	14	37	42	27	3800	27
	<b>2008-2009</b>	<b>10</b>	<b>28</b>	<b>45</b>	<b>33</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	29	28	130	30	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	2	6	10	7	1419	10
	2007-2008	1	3	10	6	1362	10
	<b>2008-2009</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>973</b>	<b>7</b>
	Cum. Total*	4	4	26	6	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	31.8	66.3	30.7	64.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.0	62.5	14.6	60.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.8	70.0	16.0	66.7	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 01  
 School: Mapleton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	36	1	3	24	67	10	28	1	3	547	136	3	60	33	4	546	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										6	0	67	33	0	543	110	0	48	38	14	541
Asian or Pacific Islander	0										1						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	36	1	3	24	67	10	28	1	3	547	129	3	59	33	5	546	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	3	33	6	67	0	0	542	30	0	27	63	10	540	2290	0	29	47	23	537
No	27	1	4	21	78	4	15	1	4	548	106	4	69	25	3	547	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	36	1	3	24	67	10	28	1	3	547	136	3	60	33	4	546	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	17	0	0	9	53	7	41	1	6	544	63	0	49	43	8	542	5716	2	51	35	12	542
No	19	1	5	15	79	3	16	0	0	549	73	5	68	25	1	548	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	36	1	3	24	67	10	28	1	3	547	136	3	60	33	4	546	13963	6	61	26	7	546
<b>Gender</b>																						
Female	19	1	5	14	74	3	16	1	5	550	67	4	64	27	4	547	6882	8	62	24	6	547
Male	17	0	0	10	59	7	41	0	0	544	69	1	55	39	4	544	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	5	50	4	40	1	10	543	37	0	46	49	5	542	1914	1	41	44	14	540
No	26	1	4	19	73	6	23	0	0	548	99	4	65	27	4	547	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	2										6	17	83	0	0	559	450	26	72	2	0	557
No	34	0	0	23	68	10	29	1	3	546	130	2	58	35	5	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 01  
School: Mapleton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	0	0	2	100	0	0	540	10	0	29	57	14	540	4	2	40	34	24	540
B. less than one hour	81	1	3	20	69	7	24	1	3	547	63	5	59	33	4	546	70	6	63	26	6	546
C. one to two hours	14	0	0	4	80	1	20	0	0	547	20	0	74	26	0	546	24	7	61	26	6	546
D. more than two hours	0										7	0	70	20	10	545	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	42	1	7	11	73	3	20	0	0	549	29	5	69	23	3	548	36	10	67	18	5	549
B. good	50	0	0	11	61	6	33	1	6	545	46	2	60	35	3	546	47	5	62	27	6	546
C. fair	8	0	0	2	67	1	33	0	0	543	22	3	50	37	10	542	15	2	47	40	12	541
D. poor	0										4	0	40	60	0	539	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	42	0	0	12	80	3	20	0	0	549	39	4	70	23	4	548	31	9	65	20	5	548
B. They match some of what I have learned.	56	1	5	12	60	6	30	1	5	546	47	3	63	33	2	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	0										7	0	20	50	30	535	10	3	45	38	14	542
D. There is no match.	3	0	0	0	0	1	100	0	0	540	7	0	22	78	0	538	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	6	0	0	1	50	1	50	0	0	546	16	0	59	32	9	545	16	3	49	32	15	542
B. about the same as my regular schoolwork	69	1	4	18	72	6	24	0	0	548	65	5	64	30	2	547	64	7	63	25	5	547
C. easier than my regular schoolwork	25	0	0	5	56	3	33	1	11	543	19	0	48	44	8	541	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	3	75	1	25	0	0	548	17	0	48	48	4	542	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	53	1	5	13	68	5	26	0	0	547	54	4	64	30	1	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	36	0	0	8	62	4	31	1	8	546	29	3	59	31	8	545	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	6	0	0	1	50	0	0	1	50	541	18	4	46	42	8	545	20	10	64	21	5	548
B. 20 minutes to an hour	53	1	5	13	68	5	26	0	0	548	44	5	65	28	2	547	56	7	65	24	5	547
C. less than 20 minutes	14	0	0	3	60	2	40	0	0	545	13	0	67	33	0	545	10	3	52	33	12	543
D. I rarely read at home.	28	0	0	7	70	3	30	0	0	546	25	0	56	35	9	543	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	42	1	7	9	60	5	33	0	0	548	36	4	50	42	4	544	25	3	53	33	11	543
B. six to ten pages	42	0	0	12	80	3	20	0	0	547	43	3	69	24	3	547	26	6	61	26	7	546
C. eleven or more pages	17	0	0	3	50	2	33	1	17	543	21	0	55	38	7	544	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										50	0	100	0	0	546						
C.	0										50	0	0	100	0	540						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 01  
School: Mapleton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	10	32	38	26	1711	12
	2007-2008	4	11	30	19	1617	12
	<b>2008-2009</b>	<b>7</b>	<b>19</b>	<b>31</b>	<b>23</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	21	20	99	23	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	14	45	67	45	6778	48
	2007-2008	24	63	86	56	7284	52
	<b>2008-2009</b>	<b>16</b>	<b>44</b>	<b>64</b>	<b>47</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	54	51	217	49	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	5	16	36	24	3884	28
	2007-2008	6	16	24	16	3341	24
	<b>2008-2009</b>	<b>11</b>	<b>31</b>	<b>34</b>	<b>25</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	22	21	94	21	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	2	6	8	5	1683	12
	2007-2008	4	11	14	9	1778	13
	<b>2008-2009</b>	<b>2</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	8	8	29	7	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	26.1	54.4	27.5	57.3	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	10.4	57.8	10.7	59.4	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.3	53.0	5.7	57.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.7	47.0	5.1	51.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.8	58.0	6.0	60.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 01  
 School: Mapleton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	36	7	19	16	44	11	31	2	6	548	136	23	47	25	5	550	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										6	33	50	17	0	553	110	5	42	34	20	540
Asian or Pacific Islander	0										1						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	36	7	19	16	44	11	31	2	6	548	129	22	47	26	5	550	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	1	11	2	22	5	56	1	11	542	30	3	30	53	13	540	2307	3	32	32	33	536
No	27	6	22	14	52	6	22	1	4	550	106	28	52	17	3	553	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										0						365	5	33	30	32	536
No	36	7	19	16	44	11	31	2	6	548	136	23	47	25	5	550	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	17	2	12	7	41	6	35	2	12	543	63	16	43	32	10	546	5731	7	46	29	18	542
No	19	5	26	9	47	5	26	0	0	553	73	29	51	19	1	554	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	36	7	19	16	44	11	31	2	6	548	136	23	47	25	5	550	13988	15	50	23	12	547
<b>Gender</b>																						
Female	19	5	26	8	42	4	21	2	11	550	67	25	49	19	6	552	6889	14	51	23	12	546
Male	17	2	12	8	47	7	41	0	0	546	69	20	45	30	4	548	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	1	10	2	20	6	60	1	10	541	37	5	43	46	5	544	1918	3	39	36	22	539
No	26	6	23	14	54	5	19	1	4	551	99	29	48	17	5	553	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	2										6	100	0	0	0	574	450	64	34	2	0	564
No	34	5	15	16	47	11	32	2	6	547	130	19	49	26	5	549	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 01  
School: Mapleton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	0	0	1	50	1	50	526	10	14	36	36	14	543	4	8	38	26	28	539
B. less than one hour	81	6	21	14	48	8	28	1	3	549	63	22	49	25	4	551	70	15	52	23	10	547
C. one to two hours	14	1	20	2	40	2	40	0	0	549	20	26	48	22	4	553	24	15	51	23	11	547
D. more than two hours	0										7	30	40	20	10	550	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	36	5	38	6	46	1	8	1	8	554	33	40	42	9	9	555	34	28	50	14	8	552
B. good	39	2	14	7	50	5	36	0	0	549	38	22	51	25	2	551	45	11	54	24	10	546
C. fair	19	0	0	3	43	3	43	1	14	538	22	7	50	37	7	544	18	3	45	33	19	540
D. poor	6	0	0	0	0	2	100	0	0	536	7	0	33	67	0	541	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	56	5	25	10	50	5	25	0	0	552	48	31	48	18	3	554	38	22	52	19	7	550
B. They match some of what I have learned.	36	2	15	5	38	4	31	2	15	545	38	22	49	22	8	550	48	12	53	24	11	546
C. They match just a little of what I have learned.	6	0	0	1	50	1	50	0	0	540	10	0	43	50	7	542	11	6	40	30	24	540
D. There is no match.	3	0	0	0	0	1	100	0	0	532	4	0	33	67	0	537	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	11	0	0	3	75	1	25	0	0	543	22	20	47	27	7	547	17	7	42	30	21	540
B. about the same as my regular schoolwork	72	5	19	10	38	9	35	2	8	548	59	24	48	24	5	552	64	15	53	23	10	547
C. easier than my regular schoolwork	17	2	33	3	50	1	17	0	0	552	19	24	48	24	4	550	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	6	1	50	0	0	0	0	1	50	547	7	11	44	33	11	546	7	6	39	27	27	539
B. 30–45 minutes	36	2	15	7	54	3	23	1	8	547	36	8	57	24	10	546	28	9	49	28	15	544
C. 45–60 minutes	25	1	11	4	44	4	44	0	0	546	32	36	34	27	2	553	41	17	53	21	9	548
D. more than 60 minutes	33	3	25	5	42	4	33	0	0	551	25	29	50	21	0	554	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	14	0	0	2	40	1	20	2	40	534	8	9	27	36	27	537	6	14	43	24	20	543
B. two or three days a week	69	4	16	12	48	9	36	0	0	549	43	17	52	28	3	550	24	17	52	21	10	548
C. two or three times each month	6	1	50	1	50	0	0	0	0	561	33	29	51	20	0	554	33	17	52	21	9	548
D. never or almost never	11	2	50	1	25	1	25	0	0	552	16	29	38	24	10	548	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	50	4	22	6	33	6	33	2	11	548	32	16	43	32	9	547	23	13	47	26	15	545
B. two or three days a week	31	1	9	7	64	3	27	0	0	548	30	12	56	27	5	549	31	17	52	21	10	548
C. two or three times each month	17	1	17	3	50	2	33	0	0	546	30	37	44	17	2	554	27	17	52	21	10	548
D. never or almost never	3	1	100	0	0	0	0	0	0	568	7	40	40	20	0	554	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										50	0	100	0	0	556						
C.	0										50	0	0	100	0	538						
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 01  
School: Mapleton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	3	10	7	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	25	69	77	57	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	8	22	38	28	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	2	6	11	8	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	30.6	63.8	30.8	64.2	29.2	60.8
<b>D. The Physical Setting</b>	24	50	14.0	58.3	13.9	57.9	12.9	53.8
<b>E. The Living Environment</b>	24	50	16.7	69.6	16.9	70.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 01  
 School: Mapleton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	36	1	3	25	69	8	22	2	6	546	136	7	57	28	8	546	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										6	17	33	33	17	545	110	3	36	35	26	538
Asian or Pacific Islander	0										1						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	36	1	3	25	69	8	22	2	6	546	129	7	57	28	8	546	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	1	11	4	44	2	22	2	22	542	30	3	43	33	20	540	2309	2	29	39	29	536
No	27	0	0	21	78	6	22	0	0	547	106	8	60	26	5	548	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	36	1	3	25	69	8	22	2	6	546	136	7	57	28	8	546	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	17	1	6	10	59	4	24	2	12	542	63	3	56	30	11	543	5729	2	42	37	20	539
No	19	0	0	15	79	4	21	0	0	549	73	11	58	26	5	548	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	36	1	3	25	69	8	22	2	6	546	136	7	57	28	8	546	13987	4	51	31	13	543
<b>Gender</b>																						
Female	19	0	0	15	79	3	16	1	5	547	67	4	63	24	9	546	6886	4	49	33	14	542
Male	17	1	6	10	59	5	29	1	6	544	69	10	51	32	7	546	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	6	60	3	30	1	10	543	37	0	51	32	16	541	1917	1	31	41	28	536
No	26	1	4	19	73	5	19	1	4	547	99	10	59	26	5	548	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	2										6	50	50	0	0	561	450	25	72	2	1	557
No	34	1	3	23	68	8	24	2	6	545	130	5	57	29	8	545	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 01  
School: Mapleton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	0	0	1	50	1	50	534	10	7	43	29	21	542	4	2	37	35	25	538
B. less than one hour	81	1	3	22	76	5	17	1	3	546	63	6	62	26	6	546	70	4	53	31	12	544
C. one to two hours	14	0	0	3	60	2	40	0	0	546	20	11	52	33	4	547	24	5	51	31	12	544
D. more than two hours	0										7	10	40	30	20	544	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	39	0	0	10	71	2	14	2	14	544	32	12	60	19	9	548	26	7	56	26	11	545
B. good	50	1	6	11	61	6	33	0	0	546	47	5	59	31	5	546	53	4	53	31	11	544
C. fair	11	0	0	4	100	0	0	0	0	548	17	9	52	35	4	546	18	2	41	39	17	540
D. poor	0										4	0	17	33	50	535	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	33	1	8	9	75	2	17	0	0	547	32	5	56	30	9	544	23	5	56	28	11	544
B. They match some of what I have learned.	58	0	0	14	67	6	29	1	5	546	46	6	63	25	5	547	48	5	52	31	12	544
C. They match just a little of what I have learned.	6	0	0	2	100	0	0	0	0	545	15	19	48	29	5	549	23	4	49	33	14	543
D. There is no match.	3	0	0	0	0	0	0	1	100	528	7	0	33	33	33	537	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	11	0	0	3	75	1	25	0	0	552	16	19	43	19	19	548	23	5	48	31	16	543
B. about the same as my regular schoolwork	72	1	4	16	62	7	27	2	8	544	66	6	56	30	8	545	58	4	52	32	12	543
C. easier than my regular schoolwork	17	0	0	6	100	0	0	0	0	550	19	4	72	24	0	548	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	33	0	0	9	75	3	25	0	0	549	16	0	64	32	5	546	33	5	51	31	14	543
B. a few times a week	67	1	4	16	67	5	21	2	8	544	71	9	58	27	6	546	45	4	52	32	11	544
C. once a week	0										8	9	64	18	9	547	8	4	50	30	16	542
D. a few times a month	0										4	0	0	50	50	533	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	53	0	0	14	74	4	21	1	5	545	41	2	67	20	11	545	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	11	0	0	2	50	2	50	0	0	542	14	0	42	47	11	541	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	31	1	9	8	73	2	18	0	0	550	42	16	53	28	4	549	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	6	0	0	1	50	0	0	1	50	535	3	0	50	25	25	541	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	44	1	6	10	63	5	31	0	0	545	38	6	51	35	8	544	47	4	51	32	12	543
B. a few times a month	42	0	0	12	80	1	7	2	13	547	44	12	63	20	5	549	27	5	54	30	11	544
C. once a month	11	0	0	3	75	1	25	0	0	543	10	0	71	29	0	544	10	5	49	30	15	543
D. never or almost never	3	0	0	0	0	1	100	0	0	540	8	0	36	27	36	541	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	53	1	5	13	68	3	16	2	11	545	43	3	59	29	9	544	46	4	52	32	12	543
B. a few times a month	33	0	0	10	83	2	17	0	0	549	34	16	58	24	2	550	28	5	53	30	12	544
C. once a month	8	0	0	2	67	1	33	0	0	539	8	0	55	27	18	541	11	4	47	34	15	542
D. never or almost never	6	0	0	0	0	2	100	0	0	536	15	5	50	30	15	544	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										50	0	100	0	0	556						
C.	0										50	0	0	0	100	528						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number